DOCUMENT RESUME

ED 290 596 RC 016 538

AUTHOR Charleston, G. Mike
TITLE Longitudinal Evaluation of the Indian Youth Leadership Conferences for the Years 1983-1987.
PUB DATE Dec 87
NOTE 58p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS American Indian Culture; *American Indian Education; American Indians; Camping; *Experiential Learning; Junior High School Students; *Leadership Training; Longitudinal Studies; Multicultural Education; Outdoor Education; *Program Evaluation; Resident Camp Programs; Self Concept; Self Esteem; *Student Attitudes; Student Characteristics; Summer Programs; Tribes; *Youth; Youth Leaders
IDENTIFIERS *Indian Youth Leadership Program

ABSTRACT

This report presented results of longitudinal evaluation of Indian Youth Leadership Conference summer camps which provide 8- to 10-day sessions of physical activities and action-oriented problem-solving situations for male and female junior high aged Indian students aimed at developing skills and motivation. The evaluation provided information about the nature of participants, their overall impressions of the camps, and a series of pre-test and post-test measures relating to perceptions about academic and vocational opportunities and self-esteem. Data from 1983-1987 indicated participants entered camp with relatively high levels of academic self-concept and above average participation in school/community activities. The selection process was biased toward Indian students with strong academic/leadership records and positive teacher/counselor recommendations. Overall, participants responded with very favorable ratings of the camp experience and were willing to recommend the experience to a good friend. Approximately 31% were highly satisfied, indicating significantly higher measures of personal effort during camp and more interest in participating in a high school leadership program than other participants. Results indicated camps had a positive impact on participants. It was recommended that the camps be continued. The evaluation report contained several recommendations for future evaluations aimed at strengthening direct measures of development of leadership skills. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290596

Longitudinal Evaluation of the Indian Youth Leadership Conferences for the Years 1983-1987

The Indian Youth Leadership Conferences were conducted by
The Indian Youth Leadership Project which was affiliated with
The National Youth Leadership Council
The Center for Youth Development and Research
University of Minnesota.

G. Mike Charleston, Ph.D., Director
American Indian Education Policy Center
320 Rackley Building
The Pennsylvania State University
University Park, PA 16802

December 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
McClellan Hall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

RC 016538

BEST COPY AVAILABLE

ABSTRACT

The results of the longitudinal evaluation of the Indian Youth Leadership Conference (IYLC) camps have provided important information about the nature of the participants, their overall impression of the camps, and a series of pre-test and post-test measures relating to the participants perceptions about their academic and vocational opportunities and measures of their self-esteem. Overall the results provide evidence for a positive evaluation of the performance of the camps in terms of meeting the expectations and goals of the IYLC program.

The data indicated that the participants at the camps tended to be junior high school aged Indian students. They entered camp with relatively high levels of academic self-concept and above average participation in school and community activities. They had a positive perception of their opportunities in education, vocation, and social abilities. They had a healthy and positive self-esteem similar to other students. There was no evidence that the Indian participants had significantly weaker self-concepts than other students.

The selection process used to determine which applicants would become camp participants was biased toward Indian students with strong academic and leadership records and capable of obtaining the recommendation of their teachers and school counselors. The selected students were not concerned with being potential drop outs. The characteristics of the selected participants varied considerably from the characteristics of Indian students typically used to justify the need for special programs.

Overall, the participants responded with very favorable ratings of the camp experience. They generally indicated that they were willing to recommend the experience to a good friend. From the perception of the participants, the camps were very successful. The weakest measures of attainment of the expected goals of the program were in the area of positive change in perception of opportunity. There was little change in this area as a result of attending the camps. The participants tended to enter camp with a relatively strong and healthy perception of their opportunities. There was generally a small positive change during the camp, but the change was not statistically significant. The same situation is generally true of the measures of self-esteem. Overall, the participants tended to enter camp with a normal, healthy level of self-concept. Overall, there was a general small positive change, but it was not statistically significant. However, the results indicated that the group of participants who rated the camps highest and were most definite about their willingness to recommend the camp to a good friend had a significant increase in their mean measure of self-esteem. The highly satisfied group entered camp with a self-esteem level

approximately equal to the other participants, but by the end of camp, their post-test measure of self-esteem was significantly higher than that of the other participants. The highly satisfied group accounted for approximately 31 percent of the participants. The highly satisfied group also had significantly higher measures of personal effort during the camp and were more interested in participating in a high school leadership program than the other students. All of these measures provided consistent results that showed that the camp program had a positive effect on the participants' self-esteem as planned. The effect resulted in a significant positive change in self-esteem for the relatively large group of participants who were most enthusiastic about the camp. For the other participants, who tended to have a positive but less enthusiastic attitude toward the camp, there was little change in their initial positive and healthy level of self-esteem.

The results indicate that the camps have had a positive impact on the participants. The past participants have indicated in both quantitative and qualitative measures that they had benefited from the experience. The results of the analysis of the questionnaires show that there has been a consistent and positive attainment of the goals of the program. Therefore, it is recommended that the camps be continued. The evaluation report contains several recommendations for future evaluations aimed at strengthening direct measures of development of leadership skills.

TABLE OF CONTENTS

SECTION	PAGE
ABSTRACT	ii
LIST OF TABLES	v
LIST OF FIGURES	vi
INTRODUCTION	1
WHAT WAS THE NATURE OF THE INDIAN YOUTH LEADERSHIP CONFERENCE CAMPS?	5
WHAT WERE THE CHARACTERISTICS OF THE PARTICIPANTS OF THE CAMPS?	6
SUMMARY OF CHARACTERISTICS OF THE PARTICIPANTS	11
WHAT WAS THE PARTICIPANTS' OVERALL RATING OF THE CAMPS?	13
SUMMARY OF THE PARTICIPANTS' OVERALL RATING OF THE CAMPS	16
WHAT WAS THE EFFECT OF THE CAMPS ON THE PARTICIPANTS' PERCEPTION OF THEIR PERSONAL ABILITY AS MEASURED BY THE PRE-TEST AND POST-TEST QUESTIONNAIRE ITEMS?	16
WHAT WAS THE EFFECT OF THE CAMPS ON THE PARTICIPANTS' RESPONSES TO ITEMS ON THE PERCEPTION OF OPPORTUNITY SCALE?	25
WHAT WAS THE EFFECT OF THE CAMPS ON THE PARTICIPANTS' RESPONSES TO ITEMS ON THE JANIS-FIELD SELF-ESTEEM SCALE?	34
WHAT CAN BE CONCLUDED FROM THE RESULTS?	46
WHAT RECOMMENDATIONS CAN BE MADE FOR FUTURE EVALUATIONS?	48
APPENDIX	53

LIST OF TABLES

TABLE **PAGE**

QUESTIONNAIRE ITEMS

Tables showing the results of analysis of the questionnaire items are displayed in shaded boxes throughout the report. The numbers in the body of these tables are percentages. They present the percent of participants by year (camp) who selected each response category of the questionnaire item. The number of respondents for the item by year is included in the table.

1 JANIS-FIELD SELF-ESTEEM SCALE RESULTS BY YEAR 41

LIST OF FIGURES

FIGURES		PAGE
1	Percent of Participants in Each Grade Average Group by Year	9
2	Percent of Participants in Each Activity Level Group by Year	10
3	Percent of Participants Responding in Each Rating Level Group	14
4	Plot of Gains in Self-Esteem Measure by Year	41
5	Graph of Gain in Scores on the Janis-Field Self-Esteem Measure by Response Levels for Two Questionnaire Items Measuring Satisfaction with the Camp	43

INTRODUCTION

The National Youth Leadership Council (NYLC) is a non-profit organization affiliated with the Center for Youth Development and Research of the University of Minnesota. The NYLC was created in 1983. The program is action oriented, founded on the idea that "It was time to quit talking about youth and do something with them, not for them." Membership in the NYLC is open to schools and youth-serving organizations which agree with the NYLC philosophy on youth. The membership fee is $25.00. The NYLC, through affiliated training organizations, hosts regional leadership conferences around the United States. The organizations serve as information bases for schools and community organizations on youth leadership.

The Indian Youth Leadership Project began in 1982 with discussions among the members of the Education Department in the Cherokee Nation of Oklahoma. In Adair County, Oklahoma, there was a large concentration of Cherokee youth. Seventy percent of these Indian youth dropped out of school before completing public high school. The drop out rate in surrounding counties was similar. The Cherokee Nation was concerned about the problems that the Cherokee youth encountered in succeeding in public school and undertook the task of developing a program to impact the perceived underlying causes of the problem. The result was the Indian Youth Leadership Project. The Indian Youth Leadership Project is affiliated with the NYLC and is designed to give Indian youth an opportunity to develop leadership skills through participation in the Indian Youth Leadership Conferences (IYLC). The conferences were operated as summer camps for Indian youth that would incorporate important elements of the Cherokee culture with a leadership program aimed at developing active leadership skills, self-confidence, and a sense of community spirit. The NYLC program provided the basic curriculum for the IYLC leadership program. The basic program design was adapted to provide a distinctive Cherokee program appropriate for the youth of the Tribe. The theme of the camp was "Today's Indian Youth — Living in Two Worlds." As described in the curriculum guide, written by Richard Allen, the purpose of the camp was to prepare Indian youth to live in the existing world by creating and reinforcing positive experiences in both Indian and non-Indian worlds. Both Indian and non-Indian activities were intended to be incorporated throughout the curriculum and the instructional methods as much as possible.

The purpose of the IYLC was to provide Indian youth with opportunities to develop skills needed to become productive citizens and to assume leadership roles. The NYLC and its leadership development activities were oriented toward a national multicultural population of youth. The experiences of the few Indian youth involved suggested that the Indian youth could benefit greatly

from participating in the camps. The Indian Youth Leadership Conference was originated to extend the NYLC program to larger numbers of Indian youth. The camps provided Indian youth with culturally related experiences needed to help them meet the expectations of being the "cultural bearers" to future generations. The program was designed to prepare Indian youth to be contributors to a multicultural society rather than being victims or wards of the society. The program provided training in problem-solving and decision-making in an action oriented, hands-on setting. The program was designed to build teams of Indian youth with leadership potential. The Indian youth were expected to take their enhanced skills back home where they were challenged to practice and develop their skills in an action oriented manner and through leadership roles in their own schools and communities.

In *The Generator*, a quarterly newsletter of the National Youth Leadership Council, David Allen, editor, reported (Spring, 1987) that the Indian Youth Leadership Camps are designed to address Indian youth who are suffering from a low self-esteem and self-concept. The camps were expected to result in significant gains in self-esteem following participation in the IYLC experience. The expected outcomes were improvements in self-image, self-awareness, and self-actualization.

The first two camps (1983 and 1984) were at Camp Lutherhoma on the banks of the Illinois River near Tahlequah, Oklahoma, and were sponsored by the Cherokee Nation and the NYLC, with funding assistance from the Johnson O'Malley Program of the Cherokee Nation.

The IYLC moved to the Ramah Navajo Reservation and conducted camps in 1985, 1986, and 1987. The project was sponsored jointly by the NYLC and the Ramah Navajo School Board, with funding assistance from the Edward Hazen Foundation.

The first two IYLC camps were evaluated by Daniel E. Conrad, Ph.D., from the Center for Youth Development and Research, University of Minnesota. His evaluations were on-site studies that provided extensive qualitative data collected through participant-observer and interview techniques. During the first evaluation, that was highly formative in purpose, questionnaires were developed and administered to the participants during and at the end of the camp. The questionnaires provided quantitative measures of outcome, or summative evaluation, of the initial 1983 camp. These questionnaires were revised and expanded after the first evaluation. Scales were added to measure aspects of self-concept and the perception of opportunity. In the evaluation of the second, 1984, camp, Conrad used the questionnaires in a pre-test and post-test design. The second evaluation also provided extensive and valuable qualitative data.

The pre-test and post-test administration of the questionnaires was continued in the next three camps, 1985-87. The quantitative data resulting from these three years as well as the evaluation reports from the first two years form the data used in the present evaluation. This evaluation covers the full five year period of development and implementation of the camps.

In this evaluation report, the questionnaire items are represented by the item number used on the questionnaire. The questionnaire administered at the beginning of the camp is referred to as the pre-test while the one administered at the end of the camp is referred to as the post-test. The evaluation of the first camp, conducted in 1983, included only a post-test questionnaire. Because the evaluation of the 1983 camp was a developmental and formative effort, the items on this questionnaire were expanded and modified somewhat for use in the following four years. There were some missing quantitative data on certain items for the 1983 and 1984 camps because the information was taken directly from the data provided in the evaluation reports for these years. The actual questionnaires were not available and, in some cases, summative information was provided in the evaluation report without the details of the results for individual questionnaire items. Overall, the information provided in the 1983 and 1984 evaluation reports were sufficient for the purpose of this evaluation. The two prior evaluation reports provided very important and meaningful qualitative data about the camps that are not available for subsequent years. The actual questionnaires for 1985, 1986, and 1987 camps were available for analysis.

The present evaluation report will briefly describe the program of the IYLC based on the published information about the camps and the qualitative data provided by Conrad in his evaluations to answer the question:

What was the nature of the Indian Youth Leadership Conference Camps?

Since the present evaluation did not include on-site data collection or participation in the camps, the qualitative data provided by Conrad was very important and useful in understanding the nature of the camps. To provided the most complete and accurate description of the camps, copies of Conrad's two evaluation reports are included in the appendix.

This report presents the results for the individual years. A results include a total column representing the overall results of the 1985, 1986, and 1987 quantitative data. The available data for all five years will be presented in the report and discussed by individual questionnaire item.

The discussion of the findings will be presented in separate sections that respond to a series of questions that can be answered by the data:

What are the characteristics of the participants of the NIYC camps?

What was the participants' overall rating of the camps?

What was the effect of the camps on the participants' perception of their personal ability as measured by the pre and post questionnaire items relating to:

a. *Knowledge of Indian culture?*
b. *Academic performance?*
c. *School related activities?*
d. *Future education*
e. *Future employment*

What was the effect of the camps on the participants' responses to items on the perception of opportunity scale?

What was the effect of the camps on the participants' responses to items on the Janis-Field Self-Esteem Scale?

What can be concluded about the overall impact of the camps on the participants from the available data?

What recommendations can be made about future camps?

What recommendations can be made about conducting evaluations of future camps?

The results of the questionnaire items will be presented as percentage of the valid responses for each category of the item with the total number (N) of valid responses indicated. The use of percentages permits a comparison of responses across the years.

Where appropriate, the responses were analyzed using a one-sample paired t-test that tested the statistical significance of the difference between the pre-test score and the post-test score of the

participants. Although the .05 level of statistical significance was selected and used as the criterion for determining that the difference was statistically significant, the calculated level of significance was reported for the 1985-87 data and for earlier data where available. In most cases, the 1985-87 results were analyzed as a group because of the number of participants responding for each year was relatively small (generally less than 30) and the combined years allowed for greater statistical power. Where statistical significance was detected, these data were analyzed further by individual year.

WHAT WAS THE NATURE OF THE INDIAN YOUTH LEADERSHIP CONFERENCE CAMPS?

The camps were held in the summer for a period of 8 to 10 days at established camps with adequate facilities to provide an environment for outdoor activities and seminars for male and female junior high school aged Indian children. The first two camps were at Camp Lutherhoma near Tahlequah, Oklahoma. The New Mexico camps were held out of the Ramah-Navajo School's dormitories with work at the El Morror National Monument and, in 1987, at Camp Elliot Barker, Bandelier National Monument, near Taos, New Mexico. The funding for the camps have been provided by Johnson O'Malley Program of the Cherokee Nation, the Southwest Indian Foundation, the Presbyterian Church in Phoenix, the Hazen Foundation in New York, the Public Welfare Foundation in Washington, D.C., Utah International Mine, and the Indian Health Service. The participants are asked to pay only $10 to $15 of their $100 camp fee. The Tribes participating in the camps were the Cherokee Nation of Oklahoma, Navajo Nation, and the Pueblos of Zuni, Acoma, Laguna, and Taos.

The program was designed to challenge the mind and body of the participants through a combination of stimulating presentations and action oriented problem solving situations aimed at developing skills and motivation. The camps included rigorous physical activities from dawn to dusk: running, rock climbing, horseback riding, rappeling, canoeing, and completing a ropes course. There was an emphasis on building cooperative teams to accomplish tasks and solve problems. The activities were structured around the process of introducing a challenge to the participants, motivating them to use their personal and collective resources to succeed, and then recognizing and rewarding their efforts with a sense of accomplishment.

The camps used older trained youth and adult staff to serve as role models for the participants. All staff were intended to be active participants in the events of the camp. The participants engaged in public service projects to teach the service aspect of leadership. The

experiences allowed the participants to explore their personal attitudes and abilities and to experiment with new leadership behaviors in a climate that was supportive and encouraging while maintaining a high degree of expectation for performance. The participants were encouraged to develop strong positive interpersonal relationships with one another and with staff members to enhance and accelerate the development of a sense of community support and involvement.

The participants experienced 8 to 10 days of a nutritional balanced diet free of junk-food. The participants left the radio and much of what they were familiar with at home. They were engaged in a full schedule of activities that kept them involved in culturally related learning activities that allowed them to explore new skills. The two evaluation reports of Conrad included in the appendix provide detailed descriptions of the activities and camp schedules collected during the on-site evaluations of the Oklahoma camps. The camps in New Mexico followed very similar formats.

WHAT WERE THE CHARACTERISTICS OF THE PARTICIPANTS OF THE CAMPS?

The participants of the camps were selected from a group of Indian students who applied to participate in the camps. The selection was based on the applicants demonstrated leadership potential and involvement in the community. The applicants submitted references from teachers and counselors. The participants were not a random selection of Indian students; they were a special group that were considered potential leaders by adults in their schools and by the project staff.

The participants can be described by their responses to a series of items included on the pre-test. Overall, the participants were junior high school aged Indian students. The participants in the 1983 and 1984 camps were primarily 8th and 9th grade Indian students from Eastern Oklahoma. The 1984 camp included a small group of 13 Navajo students from New Mexico. The participants in 1983 and 1984 were about one year older than the the participants in the following three years. In 1985 and 1986, the participants tended to be 6th and 7th graders with some 8th graders and several students who did not identify their grade level and were reported in the "other" category. In 1987, the participants were mostly 7th and 8th grade students. The first two camps were considerably larger in the number of participants than the following three camps. The 1984 camp, with approximately 90 participants, was the largest camp of the five years.

There tended to be more male participants in the camps than female participants except for the 1984 camp. The 1983 camp was approximately balanced with equal numbers of males and females.

1. Your grade in school next year:

Category	1983	1984	1985	1986	1987	Total
6th %	0	0	19	38	3	18
7th %	5	0	23	42	33	33
8th %	53	56	12	10	58	30
9th %	42	44	8	0	6	5
Other %	0	0	38	10	0	15
N	65	90	26	21	33	80

2. Your sex:

Category	1983	1984	1985	1986	1987	Total
Male	50	42	61	52	61	59
Female	50	58	39	48	39	41
N	65	90	26	21	33	80

Item 3 of the questionnaire asked the degree of Indian blood. The participants in the 1985, 1986 and 1987 camps tended to respond only with the name of their Tribe. The item did not produce meaningful data beyond confirming that the participants were Indian.

In 1986, approximately 14% of the participants had attended prior camps. In the other years, there were very few participants that had attended prior camps. For most participants, the camps were a new experience.

4. Were you at the Indian Youth Leadership Conference last year?

Category	1983	1984	1985	1986	1987	Total
Yes	NA	FEW	4	14	3	6
No		MOST	92	86	97	93
N		90	25	21	34	80

NA = Not Applicable

The participants provided a self-reported grade average in school. The grade average tended to be somewhat higher than would be expected given a normal distribution of students on a scale that measured C as average. There can be several factors involved in explaining the relative high reported grade averages. If the self-reported grade averages are accurate, the participants tended to be relatively strong academically, or they were being graded relatively high by their teachers. The nature of the camp, a leadership program, and other selection factors could account for the

strong academic level of the participants.

The national level data on average academic performance of Indian junior high school students would suggest that the expected mean grade average would be around a C with fairly normal distribution of grades for a normal group of Indian students. The national standardized test scores for Indian students are just below the national average in both reading and math.

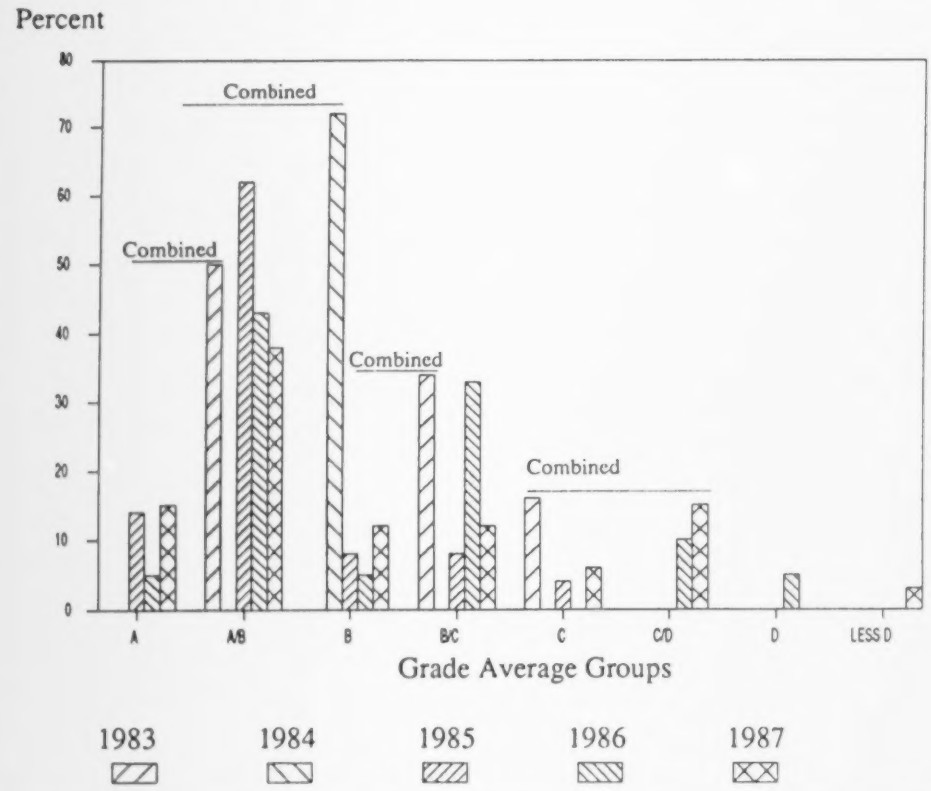
As an alternative explanation, it is possible that these junior high school students tended to perceive that their academic performance and grade average was somewhat stronger than it actually was. They may have inflated their actual grade averages through the self-reporting process. In 1983, about 50% of the participants reported that they had either an A or between and A and B grade average; and in 1885, 76% reported this quite high grade average with only 4% reporting a C grade average. It is useful to note that in item 10 discussed below, the participants consistently reported relatively high predicted grade averages for next year. These data suggest that the participants were reporting honestly whether their grades were in fact as high as they reported or were just perceived by the participants to be relatively high.

These data are important in that they indicate that the participants tended to enter camp with an unusually strong academic self-concept and with either an actual history of academic success or an attitude that they had done well in school. The participants were not entering camp with a weak self-concept as far as school was concerned; and, school is the dominant activity for this age group. This initial high level of academic self-concept is important to the analysis and interpretation of the results of the Janis-Field Self-Esteem Scale and the perception of opportunity scale.

6. What is you overall grade average in school?

Category	1983	1984	1985	1986	1987	Total
A	.	.	14	5	15	14
A/B	50	.	62	43	38	47
B	.	72	8	5	12	9
B/C	34		8	33	12	16
C	16		4	0	6	4
C/D	.		0	10	15	9
D	.		0	5	0	1
LESS D	.		0	0	3	1
N	65	90	26	21	34	81

Figure 1. Pecent of Participants in Each Grade Average Group by Year



The participants tended to be involved in a variety of school related activities with sports being the most common activity. Most participants reported involvement in more than one activity. And, about 44% reported involvement in activities outside of school. The 1986 group were less involved in school sports than the other groups which might be accounted for by the fact that the 1986 group tended to be younger (38% in the 6th grade in 1986) than the other groups (19% and 3% in the 6th grade in 1985 and 1987, respectively).

7. In which of the following activities did you participate during this last year?

Category	1983	1984	1985	1986	1987	Total
Sports	HI	NR	62	38	71	65
Band			19	24	24	23
Cheerleader			12	0	0	4
Indian	25		12	5	29	17
School Org.			8	5	24	14
Student govt.			0	10	3	4
Outside schl.			50	43	41	44
N	65		26	21	34	81

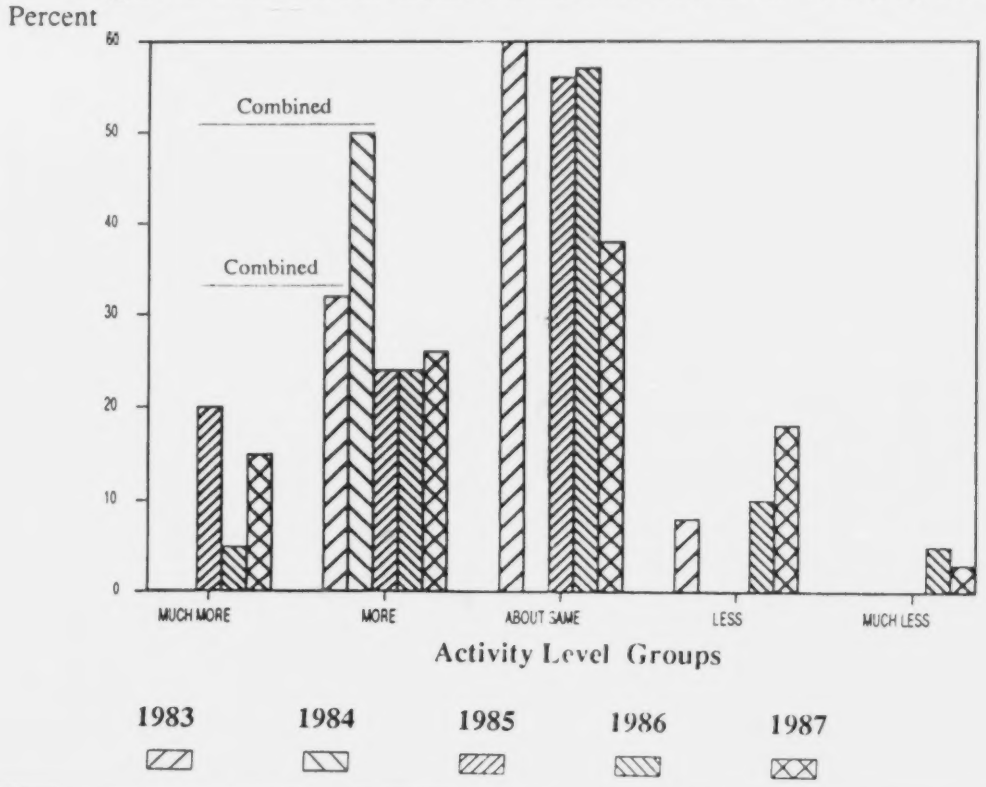
NR = Not Reported

Only a minority of the participants ranging from 8% to 21% during the five years reported that they generally perceived themselves to be less active than other kids at school. About one-half or slightly more than one-half for the participants reported that their level of activity was about the same as other kids in school. The remainder felt that they were more active than the other kids. These data provide additional evidence indicating that the participants who entered camp were generally well involved in school and non-school activities. They tended to be at least average in their level of activities as compared to other kids; one-third or more perceived themselves as being above average in their level of activity. These data provide evidence that the participants entered camp with a relatively high self-concept in terms of their interest and ability to participate in meaningful group activities.

8. Compared to other kids at school, how active are you in school activities?

Category	1983	1984	1985	1986	1987	Total
Much more	.	.	20	5	15	14
More	32	50	24	24	26	25
About Same	60		56	57	38	49
Less	8		0	10	18	10
Much less	0		0	5	3	2
N	65	90	25	21	34	80

Figure 2. Pecent of Participants in Each Activity Level Group by Year



SUMMARY OF CHARACTERISTICS OF THE PARTICIPANTS

There were some camps that differed from the others in number of participants (1984 was unusually large) and in the composition (1984 had more females than other years and 1986 had younger participants than other years). The other general characteristics of the participants remained stable across the five years of the camps. The data suggest that the participants tended to be above average in their academic performance and their level of activities. They tended to exhibit strong positive descriptions of themselves on primary measures of performance most important in the lives of junior high school aged children. Only a small percentage of the participants reported weak performance on these measures. The participants tended to represent themselves in a positive manner on the pre-test questionnaire.

The relative high academic self-concept of these participants is consistent with the selection process used to determine participation in the camps. The selection criteria included references from teachers and counselors and involved demonstrated leadership potential and involvement in the community. Thus, the selection process resulted in a special group of Indian students that were judged by the project staff to have a high potential for leadership before the camp experience began. These Indian students demonstrated on the questionnaire that they believed that they were quite competent in academics and in school activities.

The selection process may have resulted in biasing participation against some Indian children. Those Indian students unlikely to be selected would be those with relatively poor grades, relatively poor records of participation in school and community activities, and those judged by their teachers and counselors as not having as strong a potential for leadership as those recommended for participation. Those not selected would likely have a relatively weak academic self-concept compared to the selected Indian students. Unfortunately, it is these children who fail to qualify in a selection process that uses academic merit and teacher recommendations who are frequently cited in the statistics used to justify the need for the program.

Undoubtedly, there are many Indian children whose self-concept has been damaged by the years of neglect and failure of the school systems to adequately address their needs. They have poor grades. They participate little in school and community activities. They are pushed out or they drop out of school. Teachers may give their recommendations to the leadership camp as a reward to those Indian students who are perceived to be the most cooperative and productive

students in the culture of the school. The data from the questionnaires suggest that the participants in the camps were not much like the group of Indian students frequently described in program needs assessments as having low self-esteem, low academic performance, and avoiding participation in school and community activities.

The characteristics of the participants have an important impact on the outcome measures that focus on increasing self-concept and enhancing participation in activities. Based on the original arguments justifying the need for special programs to increase the low self-concepts of Indian students, it is generally assumed that Indian student will display low self-concepts at the beginning of the program. The experience provided in the program will impact their low self-concept and will result in a display of higher measures at the end of the program. However, the participants in these camps did not enter with the expected low levels of self-esteem, self-concept, and low level of activity. On the contrary, they entered camp with relatively strong measures. A part of the variance from the expected characteristics can be attributed to the selection process which favored the academically strong students.

Indian student self-concept is a popular research topic. Improving Indian student self-concept was cited as a primary or secondary objective in 94 percent of all public school Indian education projects evaluated in the National Impact Evaluation of Title IV-A Indian Education Projects (p. 235). The results of the national evaluation questioned the assumption that Indian children in general have a low self-concept.

> The data from approximately 12,000 Indian students surveyed showed that the majority of both elementary and secondary school students had relatively good attitudes toward school, themselves, and Indian culture in the fall of 1981. The data also show that there was little significant change in these attitudes over the course of the 1981-82 school year.
> (p. 265)

The national impact evaluation included a discussion of the literature on Indian student self-concept which indicated that there were mixed support for the proposition that Indian students differ from other students in self-concept. It cited numerous studies, including major research studies such as the National Study of American Indian Education (Havighurst, 1970) that failed to find a significant difference between Indian students and other students. Some research has found correlation between family income and self-concept .

The literature suggests that there are indeed some Indian children who have a relatively

low self-concept and that such a condition is highly associated with low socio-economic status and other tangible indicators of low social interaction and social standing which tend to confirm that the perception they hold is accurate in relation to the condition of others about them. But, the notion that Indian students in general have a low self-concept is not supported by the literature and appears to be little more that a popular stereotype of Indian children.

The selection process would have to be changed substantially to obtain a group of Indian students who would be more likely to score relatively low on the self-esteem scale. And, even then, without actually using self-concept score as a screening criteria, it is unlikely that the group would vary significantly from the normal range. Much research in this area has shown that Indian children tend to have normal mental health, and score relatively high on such measures; they differ little from other children. Those Indian children who score low tend to have other serious and obvious problems or environmental conditions that demand attention through special education programs or the intervention of child welfare and social service agencies. Given the selection criteria, it is unlikely that such children would be selected for participation at the leadership camps.

WHAT WAS THE PARTICIPANTS' OVERALL RATING OF THE CAMPS?

The post-test contained items that asked the participants to provide some overall ratings of the experience at the camp. These items provide a global evaluation of the camp by the participants at or near the end of the camp. The participants tended to rate their own effort and performance at the camp as excellent, very good, or good with about one-third of the participants selecting each of these categories. The 1984 camp had the lowest rating of personal effort and performance, 12% rated their effort at fair and only 8% rated their effort at excellent. The other years had larger percentages of participants rating themselves as excellent (ranging from 12% in 1985 to 38% in 1986) and few participants rating themselves as fair. The participants tended to be well pleased with their level of effort and performance at the camps.

2. By your personal standards, how would you rate your OWN effort and performance during IYLC?

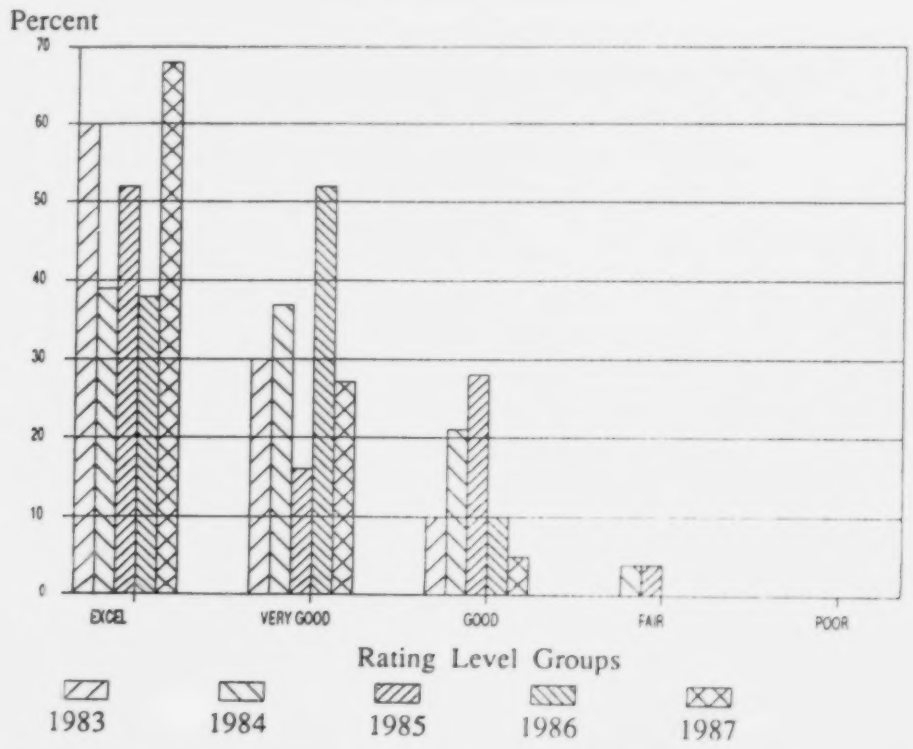
Category	1983	1984	1985	1986	1987	Total
Excellent	16	8	12	38	36	28
Very Good	38	40	50	29	27	36
Good	39	40	35	33	32	33
Fair	5	12	4	0	5	3
Poor	2	0	0	0	0	0
N	65	90	26	21	22	69

The participants tended to rate the camp itself higher than they rated their own effort and performance. Again, the participants at the 1984 camp gave the most conservative ratings. In general, about one-half of the participants rated the camp as excellent and just less than one-third rated it as very good. There were very few ratings at the fair level and none at the poor level. Overall, the participants gave the camps high ratings indicating that they were extremely pleased with the experience. The ratings are quite consistent over the five years.

6. All in all, how do you rate the Indian Youth Leadership Conference?

Category	1983	1984	1985	1986	1987	Total
Excellent	60	39	52	38	68	53
Very Good	30	37	16	52	27	31
Good	10	21	28	10	5	15
Fair	0	4	4	0	0	1
Poor	0	0	0	0	0	0
N	65	90	26	21	22	69

Figure 3. Percent of Participants Responding in Each Rating Level Group



A secondary evaluation measure of the overall camp was obtained from the participants in the items asking if the participant would recommend the camp to a good friend. The results were very similar to the direct evaluation of the camp. About one-half of the participants indicated the most positive choice. There were very few negative responses.

7. Would you recommend attending the Indian Youth Leadership Conference to a good friend?

Category	1983	1984	1985	1986	1987	Total
Def. Yes	NA	47	50	52	68	57
Yes		42	31	33	18	28
Maybe		10	12	14	14	13
No		1	8	0	0	3
Def. No			0	0	0	0
N		90	26	21	22	69

NA = Not Asked in 1983 questionnaire

Another item asked about the participant's interest in being in another camp in high school. About two-thirds of the participants in each year selected the yes response and one-third selected the maybe response category. A very few responded with a no. These responses indicate that the vast majority participants believed that they would like to continue the experience that they had at the present camp in a somewhat undefined high school camp.

A related question asked if they would like to be on the staff of a later camp. The participants responded very favorably with about 85% desiring to serve on the staff. This item indicated that the majority of participants were particularly pleased with the present experience and wanted to participate further in the same experience in the new role of staff member.

8. When you are in high school would you sign up for a high school leadership program?

Category	1983	1984	1985	1986	1987	Total
Yes	NA	NR	65	67	64	65
Maybe			31	33	36	34
No			4	0	0	1
N			26	21	22	69

Would you be interested in someday being on the Service Staff at a later IYLC?

Category	1983	1984	1985	1986	1987	Total
Yes	NA	NR	80	83	94	85
No			20	17	6	15
N			25	18	16	59

NA = Not Asked in 1983; NR = Not Reported in 1984

SUMMARY OF THE PARTICIPANTS' OVERALL RATING OF THE CAMPS

The participants gave the camps a solid outstanding rating in each of the five years. They tended to rate the camp itself higher than they rated their own personal effort and performance. In each measure used in all five years, the ratings indicated that the participants were extremely well pleased with the experience. The participants indicated that they would like to repeat the experience and that they would recommend the experience to a friend. There were remarkably few negative ratings from these junior high school children. Undoubtedly, the program and the camps have had a strong impact on these children to obtain such strong and consistent ratings over five replications.

Had the participants rated the camps poorly or indicated that they were not interested in recommending the experience to friends or indicated that they would not repeat the experience themselves, then the program and camps would have been judged to have had little or no success in accomplishing their goals of developing in the participants a willingness to respond to a challenging situation with effort and confidence. The behavioral response of the children are central to judging the performance of the program.

The willingness of children to confront and attempt challenging experiences is a very important desirable outcome of the camps. The experiences at the camps are designed to stimulate thought and behaviors that challenge the participants. The fact that the children complete these rigorous experiences and then immediately respond that they want to participate more and respond with high ratings for the experiences indicates that the camps have been very successful in obtaining the desired outcome behaviors from the participants.

WHAT WAS THE EFFECT OF THE CAMP ON THE PARTICIPANTS' PERCEPTION OF THEIR PERSONAL ABILITY AS MEASURED BY THE PRE-TEST AND POST-TEST QUESTIONNAIRE ITEMS?

The following items were asked on both the pre-test and post-test. In 1983, only a post-test questionnaire was administered. The observed mean difference between the pre-test score and the post-test score was tested with a one-sample t-test against the null hypothesis that there was no difference between the pre-test and the post-test. The .05 level of statistical significance was used to determine if the observed difference was greater than one that could occur by chance.

9. Compared to most other students at your school, would you say you know less, more, or about the same as them about Indian history and culture?

Category	1983	1984	1985		1986		1987		Total	
	2	1 2	1	2	1	2	1	2	1	2
1. Much more	6	NR	4	0	0	24	3	18	3	13
2. More	36	35	9	32	14	24	20	50	15	35
3. About the same	54		74	56	67	43	65	32	68	44
4. Less	3		13	12	14	9	12	0	13	7
5. Much less	0		0	0	5	0	0	0	1	0
N	65	90	23	25	21	21	34	22	78	68
Mean Difference			-.136		-.714		-.682		-.508	
SD			.468		1.27		.780		.920	
t-test			-1.368		-2.58		-4.101		-4.446	
Sig. Level			.186		.018		<.0001		<.0001	

NR = Not reported as a post-test item in 1984.
NA = Not asked as a pre-test item in 1983.

The participants were involved in activities that were designed to increase their knowledge and appreciation of Indian culture and heritage. The results of the item indicated that they had increased their knowledge of Indian history and culture relative to other students at school. The mean differences between the pre-test and post-test scores were significant for 1986 and 1987 but not for 1985. The participants tended to feel that they were better informed than other students about Indian history and culture. The increase observed in the questionnaire items indicates that the participants regarded the Indian cultural and historical information learned at the camp as an important contribution to their level of knowledge.

The camp attempted to increase the sense of self-worth and confidence in the participants. The participants were asked on the pre-test and post-test about the grades that they thought they would make in school the following year. The estimated grades were relatively high and consistent with the reported actual grades. The mean difference between the pre-test and post-test scores

indicated that the participants tended to report slightly higher estimated grades on the post-test than on the pre-test (a negative number represents an increase in grade where A = 1 and Less than D = 8). The mean difference was significant in 1984. For the other years, the mean differences were not large enough to represent a statistically significant difference, although they consistently showed a slight improvement in estimated grades. The 1986 results approached significance. These data suggest that while the camp may have influenced the participants in a manner that resulted in slightly increased estimates of their future grades, the experience did not significantly change the participants opinion regarding future grades.

10. What do you think your grades will be in school next year?

1985-87 Category	1983	1984		1985		1986		1987		Total	
	2	1	2	1	2	1	2	1	2	1	2
A	NA			12	15	5	0	9	9	9	7
A/B			X	38	42	29	52	44	64	38	44
B		X		15	11	10	5	15	5	14	6
B/C				31	23	33	24	26	18	30	19
C				4	4	14	14	0	0	5	5
C/D				0	0	0	0	6	0	3	0
D				0	4	5	5	0	5	1	4
LESS D				0	0	5	0	0	0	1	0
N		90	90	26	26	21	21	34	22	81	69
Mean Difference		NR		-.077		-.381		-.182		-.203	
SD		NR		1.38		.921		1.368		1.240	
t-test		NR		-.284		-1.896		-.624		-1.360	
Sig. Level		.04		.779		.072		.540		.180	

NA = Not Asked in 1983. NR = Not reported in 1984.

The differences between the mean pre-test and post-test score were not significant for any of the years. The difference between the means for 1986 approached significance at the .05 level.. The 1984 results were reported as the category which contained the mean only. The difference between the means was significant at .04 level.

However, it is important to note that between 34% and 53% of the participants estimated on the pre-test that they would be either A or between A and B students. Thus, the potential for a significant increase was quite small for a large group of the participants. Therefore, one explanation for the lack of a significant change in estimated grades could be the initial strong positive academic self-concept of the participants. Since they were already quite confident of their academic ability, the efforts of the program to further enhance their confidence could not be productive enough to result in significant changes. It is necessary to have a larger group of participants with a potential for sizable improvement in their academic self-concept (participants who enter with a relatively low academic self-concept) to be able to detect the effect of the camp on improving their level of academic confidence

The results for the item regarding estimated future levels of school activities were similar to the item on estimated grades. Except for 1985, when there actually was a slight decline in estimated activity, the participants tended to report a slight increase in estimated level of activity for the next year but the increase was not statistically significant. Again, the initial level of estimated activity was so high that there was little room for improvement for a large proportion of the participants. Although overall the participants did tend to increase their estimate on the post-test, the magnitude of the increase was quite limited due to many participants already being at or near the top of the scale. The fact that there was a fairly consistent observed, although trivial, change suggests that the camp may have had the desired effect.

The questionnaire items on estimated future grades and future school activities administered on the pre-test and post-test model assume that there will be an initial deficiency in self-concept that will be addressed and affected by participation in the camp. But, the participants who enter camp tend to express an initial high academic self-concept and attitude toward their involvement and participation in future school activities. The efforts of the camp tends to reinforce existing attitudes rather than changing or developing attitudes. Thus, the model used in the questionnaire fails to find a significant change. The items are inappropriate for use with participants who enter camp with an existing high self-concept.

The responses of the participants about their academic plans after high school remained quite stable from beginning of camp to the end. They tended to have relatively high aspirations. None of the slight changes observed over the five years were significant. The experiences at the camp did not affect the participants plans for future education.

11. How active do you personally expect to be in school activities next year?

Category	1983	1984	1985	1986	1987	Total
	2	1 2	1 2	1 2	1 2	1 2
1. Much more	NA	NR NR	35 23	29 24	21 46	27 31
2. More			31 38	29 43	50 36	38 39
3. About the same			31 35	38 33	26 18	31 29
4. Less			0 0	5 0	0 0	1 0
5. Much less			4 4	0 0	3 0	2 1
N			26 26	21 21	34 22	81 69
Mean Difference			.154	-.095	-.227	-.043
SD			1.430	.995	.869	1.140
t-test			.547	.439	-1.230	.316
Sig. Level			.589	.666	.234	.753

NA = Not Asked in 1983; NR = Not reported in 1984.

The difference between the mean pre-test and post-test scores were not significant for any of the years.

For each year, the camp experience had a positive affect on the participants attitude toward their chances of meeting their individual desired level of education. The participants tended to report a significantly stronger confidence that they would be able to obtained their future educational goals after they completed the camp than at the beginning of the camp experience. The mean difference between the pre-test and post test was significant for all years except 1985.

12. What do you plan to do after high school?

Category	1983	1984		1985		1986		1987		Total	
	2	1	2	1	2	1	2	1	2	1	2
1. Votech		20	20	11	11	5	5	15	9	11	9
2. Some College	74	60	60	27	35	21	26	12	14	19	25
3. Graduate from College	50		0	35	23	26	37	53	41	41	33
4. Complete Graduate School	60	75	75	15	15	48	32	20	36	25	27
N	65	90	90	23	22	19	19	34	34	76	63
Mean Difference				.115		-.294		.273		.062	
SD				1.530		1.360		.883		1.300	
t-test				.384		-.893		1.450		.380	
Sig. Level				.704		.385		.162		.703	

These data indicate that all of the camps between 1984 and 1987, except for 1985, succeeded in increasing the participants' confidence and determination with respect to their educational goals. The reason that the results for the 1985 camp were different from the other camps is not known. The results of the three camps with available data were very similar.

The participants were asked about the type of job that they would want. There was a wide variety of responses. Some were quite ambitious, others were much less so. The participants were also asked about their perceived chances of obtaining the kind of job that they desired. The results suggest that the camp experience had some effect on improving their level of confidence in obtaining their vocational goal. The data for each year indicated that there were positive changes in the participants level of confidence after participating in the camp experience. The amount of change varied by year. In 1984 and 1986, the mean differences between the pre-test and post-test scores were significant. The amounts of change in 1985 and 1987 were trivial. The significant amount of change for the three camps, 1985, 1986, and 1987, represented by the total was attributed to change seen in the 1986 camp. For these junior high school aged children, the camp experience

has less dramatic and consistent effect on their confidence concerning their vocational goals than it does on their educational goals. It is possible that vocational goals are less well defined for this age group than educational goals.

13. What do you think are your chances of getting this much education?

Category	1983	1984		1985		1986		1987		Total	
	2	1	2	1	2	1	2	1	2	1	2
1. Very poor				0		0		3		1	
	NR				0		0		0		0
2. Poor				0		5		0		1	
					8		5		0		4
3. Fair				15		48		24		27	
					8		25		9		13
		X									
4. Good				73		38		47		53	
			X		58		35		55		50
5. Very Good				12		10		26		17	
					27		35		36		32
N		90		26		21		34		81	
			90		26		20		22		68
Mean Difference			NR		.077		.450		.318		.265
SD			NR		.935		.945		.646		.857
t-test			NR		.420		2.130		2.310		2.546
Sig. Level			.03		.678		.046		.031		.010

NR = Not reported in 1983.

For the education item, the difference between the mean pre-test and post-test scores were significant in 1986 and 1987 and for the 1985-87 total. The difference between the mean pre-test and post-test score for 1985 was not significant. The 1984 results were reported as the category which contained the mean only. The difference between the means was significant at .03 level.

15. What do you think your chances are of getting this kind of job?

Category	1983	1984		1985		1986		1987		Total	
	2	1	2	1	2	1	2	1	2	1	2
1. Very poor				0		0		3		1	
	NR				0		0		5		1
2. Poor				4		10		0		4	
					4		5		0		3
3. Fair				32		43		32		35	
		X			19		21		14		18
4. Good			X	44		48		50		48	
					69		53		55		60
5. Very Good				20		0		15		12	
					8		21		27		18
N		90		25		21		34		80	
			90		26		19		22		67
Mean Difference		NR		.069		.526		.273		.242	
SD		NR		.957		.841		.935		.929	
t-test		NR		0.000		2.730		1.370		2.120	
Sig. Level		001		1.000		.014		.186		.038	

For the vocation item, the difference between the mean pre-test and post-test score was significant in 1986 only. This difference was sufficient to cause a significant difference in the 1985-87 total results. The 1984 results were reported as the category which contained the mean only. The difference between the means was significant at .001 level.

The participants generally indicated on the pre-test that they were not worried about having to quit or drop out of school before completing high school. These responses are consistent with the reported strong academic self-concept of the participants. The change between pre-test and post-test tended to be toward a slight but not significant improvement in self-concept and confidence. Again, the participants tended to be clustered at the desirable end of the scale at the pre-test. Therefore, there was limited potential for many of the participants to change their score in the desired direction as a result of the camp experience. The camp experience may have reinforced the participant's confidence and may even have induced some change in the desired direction, but only a very limited degree of positive change was possible for many of the participants who were already exhibited a high level of confidence in their academic ability.

16. What are the chances you will drop out or be forced to quit school before completing high school?

Category	1983	1984		1985		1986		1987		Total	
	2	1	2	1	2	1	2	1	2	1	2
1. Very poor	NA			35	42	33	55	44	48	38	48
2. Poor		X	X	31	15	29	15	32	19	31	16
3. Fair				8	12	14	25	12	19	11	18
4. Good				19	31	24	5	3	14	14	18
5. Very Good				8	0	0	0	9	0	6	0
N				26	26	21	20	34	21	81	67
Mean Difference		NR		-.038		-.400		.143		-.090	
SD		NR		.950		1.50		.793		1.11	
t-test		NR		-.205		-1.19		.826		-.660	
Sig. Level		.10		.840		.248		.419		.512	

NA = Not asked in 1983.

The differences between the mean pre-test and post-test scores were not significant for any of the years. The 1984 results were reported as the category which contained the mean only.

An item relating to the chances of an Indian young person obtaining a good paying job after they finished their education resulted in mixed results. The participants in the 1987 camp tended to significantly change their responses between the pre-test and post-test in the direction of increasing their perception of the chance of obtaining the desired employment. The 1987 group responded with a significant increase in the desired direction after participation in the camp. The participants in the other two prior camps tended to have a trivial change in the opposite and undesired direction. The changes were not statistically significant. Thus, overall, the results of the three camps tended to cancel each other and resulted in a very slight and insignificant change. The item represented an hypothetical case. It may have been much too abstract for the participants to establish a personal identity with the young Indian in the case that would allow the participants to change in their attitude about the case as a result of their personal camp experience.

17. What are the chances of an Indian young person in this area getting a good paying job (or a job they like) after they finish their education?

Category	1983	1984		1985		1986		1987		Total	
	2	1	2	1	2	1	2	1	2	1	2
1. Very poor		NR		8		0		0		2	
	NA		NR		8		0		4		4
2. Poor				0		14		12		9	
					4		20		5		9
3. Fair				19		29		44		32	
					42		45		9		32
4. Good				62		38		32		43	
					31		30		41		34
5. Very Good				12		19		12		14	
					15		5		41		21
N				26		21		34		81	
					26		20		22		68
Mean Difference				-.269		-.350		.545		-.029	
SD				1.34		1.14		1.06		1.25	
t-test				-1.02		-1.38		2.42		-.195	
Sig. Level				.317		.185		.025		.846	

The mean difference between the pre-test and post-test scores was significant for 1987 only.

NA = Not asked in 1983; NR = not reported on 1984.

WHAT WAS THE EFFECT OF THE CAMPS ON THE PARTICIPANTS' RESPONSES TO ITEMS ON THE PERCEPTION OF OPPORTUNITY SCALE?

The perception of opportunity scale included 15 items with a maximum score of 60 points. The scale was not reported in the 1983 evaluation. Only partial items were reported in the 1984 evaluation report. The 1984 results were presented using a similar but not identical scale with a maximum score of 28 on a Likert-type scale of 1-4. A second scale containing 4 items on a scale of 1-4 also was reported. The exact items comprising the two scales were not identified in 1984. The 1985-87 scale presented in this section represents the combination of the two scales reported

in 1984.

The scores are presented as the mean for each item on the following Likert-type scale:

YES	MAYBE OK	NO	NO WAY!
Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

At the beginning of the camp, the participants tended to report that they believed that they agreed that they had as good a chance at being successful as most people. At the end of the camp, their responses were virtually identical. The very slight increase toward strongly agree was not significant. The responses indicated that most of the participants were not concerned about their chances of being as successful as most other people. They had a positive attitude toward their future success.

1. I have as good a chance at being successful as most people.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.15	0.74	81	0.062	0.93	80	0.60	.551
Post-test:	3.21	0.59	81					

The participants reported that they agreed (slightly stronger than agree) that they made friends easily at the beginning of the camps. The results at the end of the camps were the same; the slight difference was not significant. The response at the end was slightly lower than at the beginning of camp. Overall, the participants perceived that making friends was not a problem either before or after the camp experience.

2. I make friends easily.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.19	0.75	81	-0.111	0.79	80	-1.26	.210
Post-test:	3.09	0.81	81					

The participants tended to responded between agree and disagree to the item regarding teachers and adults opinions about their ability to do certain things. The item contained negative

wording and abstract wording ("do not seem" and "certain things") which could account for some misreading and uncertainty in the responses of these junior high school students. There was virtually no difference between the pre-test score and the post-test score. The overall results were just above the neutral point

3. Teachers and other adults do not seem to realize that I'm good at doing certain things.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.79	0.77	81	-.012	0.80	80	-0.14	.890
Post-test:	2.77	0.77	81					

The participants tended to respond at the neutral position between agree and disagree with the notion that they had little real influence over the things that happen to them. The neutral response could be the result of the quite abstract wording that did not specify concrete events about which to respond. The post-test score was slightly lower than the pre-test score indicating lesser agreement which was a movement in the direction of improved perception of opportunity to control their own future.

4. I feel I have little real influence over the things that happen to me.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.52	0.90	81	-0.077	1.03	77	-0.66	.511
Post-test:	2.41	0.69	78					

In the 1985-87 camps the participants tended to respond just below agree that being Indian was an advantage to them. There was virtually no difference between the pre-test and post-test scores on this item. In 1984, the participants responded just above the agree level to this item on both the pre-test and the post-test. Overall, the participants tended to agree that being an Indian was an advantage representing a positive self-concept in regard to their tribal identity. However, there was more dispersion (SD = 1.14 and 1.02) of responses on this item than others indicating a wider range but still stable opinion on both the pre-test and the post-test.

5. Being Indian is an advantage to me.

1985-87 results:

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.83	1.14	81	0.012	1.40	80	0.08	.937
Post-test:	2.84	1.02	81					

5. Being Indian is an advantage to me.

1984 results:

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.27	NR	90	0.09	NR	89	NR	n.s.
Post-test:	3.36	NR	90					

NR = Not Reported

The participants in the 1985-87 camps gave a generally stable response from the pre-test to the post-test at the level of agreeing that they were interested in doing things to improve their school and community. The participants in the 1984 camp gave a similar pattern but at a slightly higher level of agreement at both points. The slight increases, meaning a positive gain in both sets of data, were not statistically significant.

6. I'm interested in doing things to improve my school or community.

1985-87 results:

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.98	1.02	81	0.175	1.56	79	1.35	.180
Post-test:	3.14	0.94	80					

1984 results:

Pre-test:	3.05	NR	90	0.14	NR	89	NR	.06
Post-test:	3.19	NR	90					

NR = Not Reported

The participants tended to view themselves as being as capable and smart as most people. The responses for both pre-test and post-test were just below and above the agree level. The difference was not significant. The responses continued to confirm that the participants had a healthy initial self-concept that increased very slightly by the end of the camp.

7. I am as capable and smart as most people.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.95	0.72	81	0.10	0.70	80	1.27	.208
Post-test:	3.05	0.67	81					

The participants responded virtually at the same level on the pre-test and the post-test to the items asking about breaking the law to get ahead. They rejected the idea with a disagree.

8. It is hard to get ahead without breaking the law now and then.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.15	0.90	81	0.063	1.09	78	0.52	0.607
Post-test:	2.20	0.87	79					

The participants responded just under the agree level on both the pre-test and the post-test about perceiving that people at school would like to include them in activities. They indicated a generally positive attitude toward being wanted in school activities.

9. Most people at school would like to include me in activities.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.89	0.89	81	0.012	0.987	77	0.12	.909
Post-test:	2.90	0.78	78					

The participants responded just above the neutral position to the item regarding accomplishing their goals on both the pre-test and the post-test. The item tended to have more dispersion on the pre-test than the other items. The negative wording may have created some confusion. The difference between the pre-test score and post-test was not significant.

10. No matter how hard I try, I won't have much chance of accomplishing my goals.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.65	1.05	81	0.10	0.97	80	0.92	.362
Post-test:	2.75	0.94	81					

The item asking about pride in being Indian was very direct. The 1985-87 participants responded between strongly agree and agree on both the pre-test and the post-test. The item indicated that they had a strong positive self-concept regarding their tribal identity. The results for the 1984 camp were even stronger with the mean being closer to the strongly agree level than for the 1985-87 camps. The gain in 1984 of 0.17 point on the 4 point scale was significant indicating that the 1984 participants increased their pride in being Indian during the camp.

11. I am proud of being Indian.

1985-87 results:

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.59	0.69	81	-0.01	0.80	79	-0.14	.890
Post-test:	3.58	0.73	80					

1984 results:

Pre-test:	3.71	NR	90	0.17	NR	89	NR	<.001
Post-test:	3.88	NR	90					

NR = Not Reported

The participants tended to respond just below agree that it's hard to change things because a few powerful people decide everything. At the post-test, they responded slightly closer to the agree level. The difference was not significant. In the perception of junior high school aged children, it may be quite true that it is hard for them to change things due to relatively powerful authority figures

that govern most of their lives in school and at home.

12. It's hard to change things because a few powerful people decide everything.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.88	0.71	81	0.07	0.82	80	0.81	.418
Post-test:	2.95	0.77	81					

At the pre-test, the participants in the 1985-87 camps tended toward disagreeing that most teachers had it in for them and gave them a hard time. But, by the post-test, some of these participants were more willing to agree with the statement. An analysis by individual camp revealed that the greatest change was in the 1985 camp followed closely by the 1987 camp. There was little change in the 1986 camp. The magnitude of the change was statistically significant only when all three years were combined, giving a larger sample and increased statistical power. The change is in the direction of a negative view of their perception of opportunity.

13. Most teachers have had it in for me and have given me a hard time.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.37	0.89	81	0.21	0.89	80	2.212	.037
Post-test:	2.58	0.83	81					
1985				0.27	0.92	25	1.49	.148
1986				0.10	0.94	20	0.46	.649
1987				0.24	0.85	33	1.60	.118

The participants tended to respond at the neutral position when asked if people saw them as a leader at the pre-test. By the post-test, they gained a significant amount in agreement with the item responding closer to the agree level. The gain was statistically significant. An analysis of the individual years indicated that the gain was most pronounced in the 1987 camp. The gains in the 1985 and 1986 camps were small. These results are an indication that the 1987 camp in particular developed a sense of identity as a leader among some of the participants to the extent that they altered their perception of themselves during the camp experience.

14. People tend to see me as a leader.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.59	0.79	81	0.24	0.85	79	2.51	.014
Post-test:	2.84	0.82	80					
1985	2.68	0.69	25	0.16	0.80	24	1.00	.327
1986	2.62	1.02	21	0.14	1.01	20	0.65	.526
1987	3.09	0.71	34	0.35	0.77	33	2.66	.012

The participants perceived that compared to most people, they had pretty good job and educational opportunities. They responded just above the agree level. The small increases during the camps were not significant. These data indicate that their perception of opportunity was high.

15. Compared to most people, my opportunities for education and jobs are pretty good.

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.22	0.65	81	0.11	0.74	80	1.35	.181
Post-test:	3.33	0.65	81					

In summary, the total perception of opportunity scale for 1985-87 indicated a global level just under agree on the 15 items. Out of a total of 60 points, the average for the participants at these three camps was 42.96 on the pre-test and 43.70 on the post-test. Overall, there was a slight increase of 0.74 total points in score, but it was not significant. An analysis by individual year indicated that the greatest gain was in the 1987 camp and the least gain was in the 1986 camp which also had slightly lower overall level in the scores. None of the gains were sufficient to be statistically significant. The data indicated that the participants had a solid, positive perception of their opportunity at both the pre-test and the post-test.

PERCEPTION OF OPPORTUNITY SCALE

	Mean	SE	N	Mean Diff.	SE
1985-87:					
Pre-test:	2.86	0.29	81	0.049	0.029
Post-test:	2.91	0.32	81		

Pre-test Mean Total Score:	42.96	SD = 4.33	N = 81
Post-test Mean Total Score:	43.70	SD = 4.85	N = 81
Mean Difference:	0.74		

PERCEPTION OF OPPORTUNITY SCALE	Mean	SE	N	Mean Diff.	SE
1985:					
Pre-test:	2.82	0.045	26	0.050	0.043
Post-test:	2.87	0.054	26		
1986:					
Pre-test:	2.72	0.060	21	0.005	0.060
Post-test:	2.73	0.068	21		
1987:					
Pre-test:	2.99	0.051	34	0.75	0.049
Post-test:	3.06	0.052	34		
	F = 0.46 df = 2,80 sig. = .633				

The 1984 data provided information on two scales. The items were similar but not identical to the scale used in the 1985-87 camps. Individual items were not identified for each of the 1984 scales. In 1984, there were significant gains in the perception of opportunity scale. The participants responded at just below agree at the pre-test and just above agree at the post test. These levels were slightly higher than the level found in the 1985-87 camps.

In 1984, the second scale, Interpersonal Competence Scale, comprised of four items totaling 16 points resulted in a significant gain also. The scale had the same level of response at just below and just above the agree level on the pre-test and post-test, respectively. The increases on these two scales indicated that the 1984 camp had a stronger impact on the participants than the camps in 1985-87 although the level of responses were very similar for all camps.

A. Perception of Opportunity Scale: Maximum possible score was 28

	Mean	SE	N	Mean Diff.	SE	df	t	sig
Pre-test:	2.91		76	0.194		75	4.93	<.001
Post-test:	3.11		76					

Pre-test Mean Total Score: 20.38
Post-test Mean Total Score: 21.74

B. Interpersonal Competence Scale: Maximum possible score was 16.

	Mean	SE	N	Mean Diff.	SE	df	t	sig
Pre-test:	2.97		81	0.09		80	1.96	.03
Post-test:	3.06		81					

Pre-test Mean Total Score: 11.88
Post-test Mean Total Score: 12.24

WHAT WAS THE EFFECT OF THE CAMPS ON THE PARTICIPANTS' RESPONSES TO ITEMS ON THE JANIS-FIELD SELF-ESTEEM SCALE?

The Janis-Field Self-Esteem Scale included 10 items with a maximum score of 50 points. The scale was not reported in the 1983 evaluation. Summary results of the scale were reported in the 1984 evaluation report.

The scores are presented as the mean for each item on the following Likert-type scale:

Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never
5	4	3	2	1

Upon entering camp, the participants responded at just below the neutral response when asked about how often they worry about whether others liked being with them. The response was just less than the sometimes response level. Since this was a reversed scored item meaning that the lower response was interpreted as an indication of positive self-concept, the response was slightly on the positive side of neutral. At the post-test, the response had moved a little toward a more positive self-concept. The difference between the pre-test and post-test mean score was not significant.

1. How often do you worry about whether others like to be with you?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.98	1.11	81	-0.25	1.34	80	-1.65	.103
Post-test:	2.73	1.16	81					

The participants were asked how often they felt sure of themselves among strangers. At the pre-test, the response was between sometimes and fairly often on the positive side of neutral in terms of self-concept. There was a trivial decline in the response mean at the post-test which was not significant. The results indicate that the participants tended to have a generally positive perception of their ability to deal with strangers upon entering camp and that attitude remained constant.

2. How often do you feel sure of yourself among strangers?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.41	1.14	81	-0.02	1.28	80	-0.17	.863
Post-test:	3.38	1.02	81					

The participants tended to respond on the positive side of neutral self-concept, between sometimes and fairly often, that they were confident that someday people would look up to them and respect them, upon entering camp. At the end of the camps, they tended to respond with a slightly lower opinion of their future reputation among friends, but the difference was trivial.

3. How often do you feel confident that someday people you know will look up to you and respect you?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.52	.976	81	-0.62	1.24	80	-0.45	.655
Post-test:	3.46	1.13	81					

Both upon entering camp and at the end of camp, the participants responded near the sometimes level, slightly on the negative side of neutral self-concept, regarding how often they felt self-conscious. The difference between the two mean scores was not significant. The majority of the participants were junior high school aged, adolescent children who tend to be quite aware of their growth and development into adulthood. The rapid physical and emotional changes that people undergo during this stage of life may be healthy grounds for some feelings of self-consciousness. For this young age group, it is difficult to argue that recognition of their rapid physical development and a resulting degree of self-consciousness represents a negative self-concept. It may simply represent an honest reply about their feelings and emotions associated with

their efforts to cope with adolescence.

4. How often do you feel self-conscious?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.93	1.12	80	-0.050	1.32	79	-0.339	.736
Post-test:	2.86	0.98	81					

The participants tended to rate themselves between sometimes and fairly often regarding frequency of handling themselves well at social events. There was a slight gain in opinion over the period of the camps, but the gain was not significant. In general they tended to have a positive self-concept about their social behavior at parties and other gatherings.

5. How often do you feel that you have handled yourself well at a party or other gathering?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.44	1.37	80	0.20	1.70	79	1.05	.300
Post-test:	3.65	1.28	81					

The participants responded near the neutral position, on the positive self-concept side, regarding the frequency of their being comfortable starting a conversation with strangers. Their post-test responses indicated a very small but not significant gain over the period of the camps.

6. How often are you comfortable when starting a conversation with people whom you don't know?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.06	1.28	81	0.15	1.57	79	0.86	.395
Post-test:	3.23	1.23	80					

The participants tended to respond to the question about how often they were shy near the sometimes level. This was a negatively scored item meaning that increased frequency (higher score) of being shy represented a lower self-concept. Therefore, their response just below the neutral position on the scale meant that they scored just above neutral on the positive side of the self-concept scale. There was a small decrease in this measure of self-concept over the period of the camp but

the difference was not significant.

7. How often are you shy?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.90	1.34	81	0.86	1.32	80	0.587	.559
Post-test:	2.99	1.27	81					

The participants responded just above the neutral position on the side of positive self-concept regarding the frequency of their feeling sure of themselves in class discussion at the beginning of the camps. The difference between the pre-test and post-test was trivial and not significant.

8. When you speak in a class discussion, how often do you feel sure of yourself?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.33	1.10	81	-0.07	1.39	80	-0.48	.633
Post-test:	3.26	1.21	81					

On a similar item regarding talking in front of a class or a group of peers, the participants responded just above the neutral position on the side of positive self-concept regarding the frequency of their feeling pleased about their performance at the beginning of the camps. At the conclusion of the camps, the response was significantly higher indicating a significant gain in the measure of self-concept by this item. The post-test response mean was between sometimes and fairly often. A further analysis indicated that the participants in the 1985 camp had the greatest gain on this measure of self-concept. The gain in the other two camps, 1986 and 1987 were not significant.

9. When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	3.17	1.28	81	0.407	1.29	80	2.84	.0006
Post-test:	3.58	1.13	81					
1985				0.807	1.10	25	3.76	<.0001
1986				0.524	1.60	20	1.50	.149
1987				0.029	1.14	33	0.15	.881

At the beginning of the camps, the participants tended to respond just below the neutral position regarding the frequency of worrying about getting along with other people. This item was a negatively scored measure of self-concept meaning that the lower the score, lower frequency of worry, represented an indication of a more positive self-concept. Thus, the pre-test response was on the positive self-concept side of the neutral position on the scale. At the conclusion of the camps, their responses on the post-test indicated a slight gain in self-concept, but the gain was not statistically significant.

10. How often do you worry about how well you get along with other people?

	Mean	SD	N	Mean Diff.	SD	df	t	sig
Pre-test:	2.70	1.39	81	-0.100	1.95	80	-0.46	.649
Post-test:	2.60	1.28	81					

The ten individual items of the scale were combined, adjusting the scoring appropriately for the negatively scored items, to obtain a total score on the Janis-Field Self-Esteem Scale. For the 1985-87 camps, the pre-test average total score was 31.43 and the post-test score was 31.74. Interpreted on the Likert-type scale used in the instrument, the pre-test mean response was 3.14 a response just above the sometimes level on the positive side of the neutral position. There was a very slight increase in the overall self-esteem measure on the post-test. The difference between the pre-test and the post-test was not significant.

Summary of the total scale: Items 1 - 10

	Mean	SD	N	Mean Diff.	SD	df	t	sig
1985-87:								
Pre-test:	3.14	0.436	81	0.031	0.51	80	0.55	.581
Post-test:	3.17	0.470	81					

Pre-test Mean Total Score:	31.43	SD = 4.36	N = 81
Post-test Mean Total Score:	31.74	SD = 4.70	N = 81
Difference in Mean Total Score:	0.31	SD = 5.11	N = 81

A comparison of the pre-test and post test results by individual camp year indicates that there were no significant difference between pre-test scores and post-test scores for any year of the camps from 1984 through 1987. These results contrast with a finding of larger differences between pre-test and post-test mean scores for the 1982 and 1983 National Leadership Conference Cherokee Region Camps. In those two camps, the total score gains were 2.03 and 2.55, respectively. The pre-

test total score for the 1985-87 group of participants was quite similar to the NYLC Cherokee Region Camp participants. However, the IYLC participants did not realize a comparable increase in post-test score. The 1984 IYLC camp participants had the lowest pre-test and post-test scores. The NYLC camps and the IYLC camps differed in the composition of the participants. The NYLC camps were intentionally balanced in terms of ethnic origin of the participants; Indians participated as a minority with other groups while the IYLC camps were specifically for Indian students.

The 1982 and 1983 Total represents NYLC camp participants from all across the country, the great majority of whom would be non-Indian. The 1982 scores on both the pre-test and the post-test were higher than the 1983 Total NYLC scores.

Comparing pre-test scores, the 1985-87 Total IYLC scores of Indian participants (31.43) were slightly higher than the 1983 Total NYLC scores of primarily non-Indian participants (31.01). These data are consistent with a considerable body of literature that suggests there is little or no difference between measures of self-concept of Indian and other students who are otherwise of similar characteristics.

At the post-test, the reported mean gain for the 1983 Total NYLC was 2.45 although the calculated difference between the two reported scores was only 1.45 (32.46 minus 31.01); a typographical error in reporting is suspected. Nevertheless, the 1983 Total NYLC post-test score was higher to a small degree than the 1985-87 total IYLC mean, 32.46 compared to 31.74, respectively. These data suggest that the effect of the camps was greater on the non-Indian participants in the NYLC camps than on the Indian participants in the IYLC camps. The NYLC Cherokee Region Camps held in 1982 and 1983 which included groups of Indian participants resulted in gains on the Janis-Field Self-Esteem Scale. But, the later IYLC camps serving Indian participants did not result in these gains. Besides the obvious differences in the content of the camp curriculum due to the intent of the IYLC camps to deliver a culturally relevant experience for Indian students, there may be some other more subtle cultural factors involved. The IYLC camps emphasized awareness and pride in tribal identities and cultural values. Some of the participants may have responded to cultural values that tend to moderate personal egocentric behavior and expressions of personal accomplishment in favor of cooperative and supportive group behavior. The nature of the camp experience may have had some minor moderating influence on their inclination to select the superlative categories. Overall, the Indian students in all of the camps tended to select categories of frequency that represented a positive self-concept.

The standard deviation of the gain scores for the 1985-87 camps were quite high. There

were some participants who had large changes in score: both from a relatively high score to a low score and from a low score to a high score. Approximately 25.6 percent of the variance in the difference between the pre-test and the post-test score (gain) was explained by the pre-test score such that there was a general tendency for those who scored high on the pre-test to reduce their score on the post-test and those who scored low on the pre-test to increase their score on the post-test ($r = -0.52$; $F = 28.57$, $df = 1,80$; sig. $<.00001$). The remaining 74.4 percent of the variance in the gain was attributed to other factors that included the effect of the camp and random error.

The correlation between pre-test and post-test score was moderate ($r = 0.37$; $F = 12.23$; $df = 1,80$; sig. $= .0007$). The pre-test score accounted for 13.5 percent of the variance in the post-test score. Thus, the majority of the variance in post-test score was attributed to other factors besides pre-test score including the effect of the camp and the random error.

The gain scores on the Janis-Field Self-Esteem Scale were analyzed in relation to the characteristics of the participants. Two of the characteristics were found to have significant relationship with the gain in self-esteem: How the participant rated the IYLC and whether the participant would recommend the camp to a good friend.

The 36 participants in the 1985-87 camps who rated the camp experience excellent had a mean gain on the Janis-Field Self-Esteem Scale of 0.14 points. As the rating declined (except for a single individual who rated the camp poor) the mean gain declined also. The excellent rating category was selected by the largest number of participants. There were 13 participants who had missing data on the question due to an administrative error in administering the post-test at one camp. These data suggest that the participants who rated the camp very highly also benefited from the camp in terms of enhanced self-esteem. They appeared to recognize the benefit they had received from the camp experience. The cases with missing data on the question, due to an error in administering the post-test at one camp, had a gain just below the grand mean.

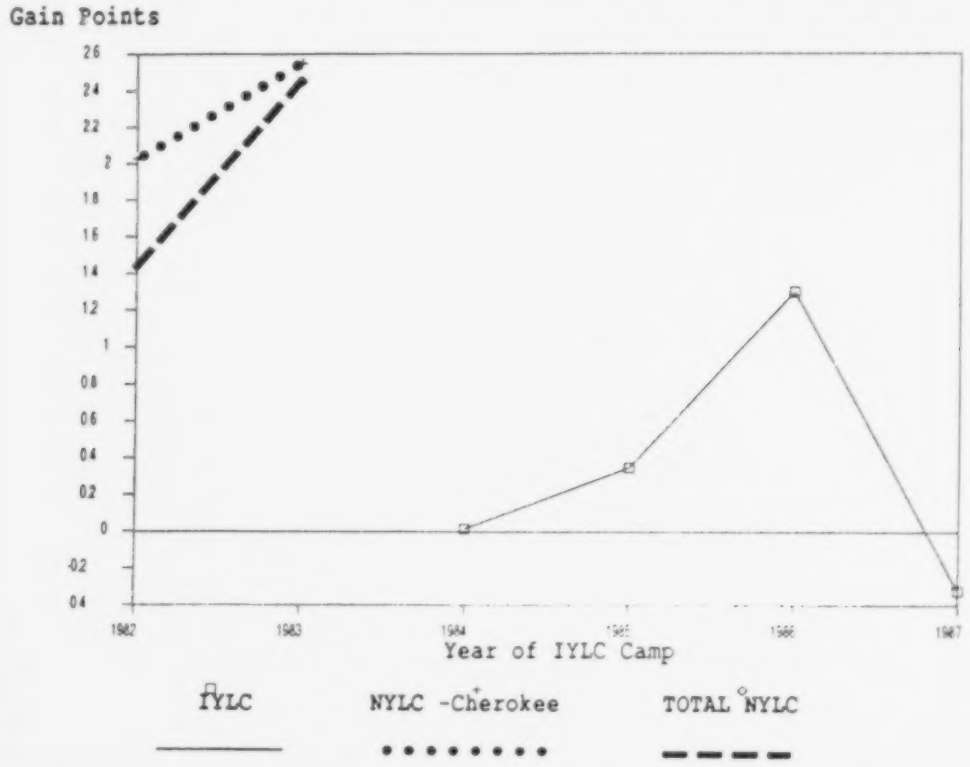
The 39 participants who responded that they would definitely recommend the camp to a good friend had a mean gain on the Janis-Field Self-Esteem Scale of 0.234 points with a small standard error. They also had a high post-test score on the scale. The definitely yes category was selected by the largest number of participants. This group of participants were significantly different from the other participants having a higher mean gain and higher post-test scores on the self-esteem scale. The responses of only two individuals were inconsistent with the trend; they had high gains and relatively high post-test scores but responded that they would not recommend the camp to a good friend. The cases with missing data on the question, due to an error in administering

the post-test at one camp, had a mean gain and a mean post-test score lower than the grand means.

Table 1. JANIS-FIELD SELF ESTEEM SCALE RESULTS BY YEAR

YEAR	GROUP	N	PRE-TEST MEAN	SD	POST-TEST MEAN	SD	GAIN MEAN	SD	t-TEST	SIG.
1982	NYLC	32	31.59	NR	33.63	NR	2.03	NR	NR	NR
1982	TOTAL	259	33.98	NR	35.43	NR	1.44	NR	NR	NR
1983	NYLC	11	29.55	NR	32.09	NR	2.55	NR	NR	NR
1983	TOTAL	137	31.01	NR	32.46	NR	2.45	NR	NR	NR
1984	IYLC	81	28.01	NR	28.17	NR	0.16	NR	0.31	n.s.
1985	IYLC	26	30.77	3.17	31.11	3.66	0.346	4.78	0.37	.715
1986	IYLC	21	30.89	5.26	32.19	5.56	1.301	5.67	1.05	.305
1987	IYLC	34	32.27	4.52	31.95	4.93	-0.320	5.03	-0.37	.713
1985-87	TOTAL	81	31.43	4.36	31.74	4.70	0.314	5.10	0.55	.581

Figure 4. Plot of Gains in Self-Esteem Measure by Year



6. All in all, how do you rate the Indian Youth Leadership Conference?

Category	N	Gain Mean	SE	Post-Test Mean	SE
1 Excellent	36	.143	.072	32.81	.792
2 Very Good	21	.043	.109	31.52	.978
3 Good	10	-.330	.160	29.50	1.276
4 Fair	1	.700	.000	33.00	.000
5 Poor	0	-	-	-	-
Total	68	.0314	.055	31.93	.549

F = 2.391 df = 4,80 sig. = .0581

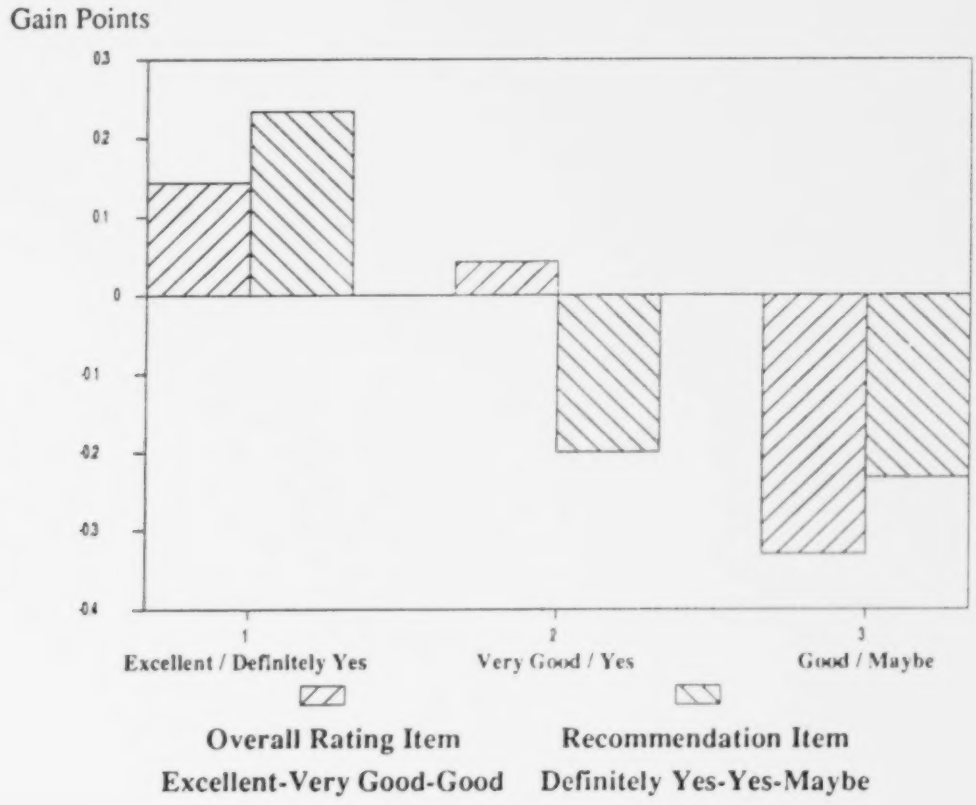
7. Would you recommend attending the Indian Youth Leadership Conference to a good friend?

Category	N	Gain Mean	SE	Post-Test Mean	SE
1 Def. Yes	39	.234	.074	33.77	.747
2 Yes	19	-.200	.100	29.05	.538
3 Maybe	9	-.233	.137	30.44	1.709
4 No	2	.400	.000	33.50	1.500
5 Def. No	0	-	-	-	-
Total	69	.034	.053	32.03	.504

F = 4.253 df = 4,80 sig. = .0037

The results of the Janis-Field Self-Esteem Scale indicate that overall, there was little change in the initial positive level of self-esteem of the participants. There tended to be a consistent small positive change in most of the self-esteem items but the change was not sufficient to be considered statistically significant. When the self-esteem scores of the participants were analyzed with their rating of the camp and their willingness to recommend the camp to a good friend, it was found that those who had the strongest positive attitude toward the camp also had higher gains in self-esteem and had high post-test scores on the self-esteem measure. These data provide evidence that the camps are having an effect on a relative large number of the participants. The participants who had the greatest gain in the self-esteem measure appeared to recognize the benefit of the camp and were willing to rate the camp with a superlative rating and recommendation. Other participants tended to have little gain or even a small loss in their measure of self-esteem but were generally willing to rate the camp well and were willing to recommend the camp to a good friend. Their post-test level of self-esteem tended to be slightly below the post-test mean of 32.03.

Figure 5. Graph of Gain in Scores on the Janis-Field Self-Esteem Measure by Response Levels for Two Questionnaire Items Measuring Satisfaction with the Camp



There were a very few abnormal cases who had large gains and relatively high post-test scores but were unwilling to rate the camp well or recommend it to a good friend. There may have been personal incidents or unusual circumstances involved in forming the opinion of these few individuals.

There appeared to be a group of participants who were strongly influenced by the camp experience. These participants rated the camps as excellent and indicated that they definitely would recommend the camps to a good friend. Of the 81 participants, 25 participants or 31% of the total participants were in this highly satisfied group. When this group was compared to the remainder of the participants, significant differences were found in their self-esteem scores at the post-test but not at the pre-test. The highly satisfied group entered the camps with virtually the same level of

self-esteem as the other participants, mean scores of 31.47 and 31.43, respectively. But, after completing the camp experience, the post-test self-esteem scores of the highly satisfied group were significantly higher than the other participants, mean scores of 33.64 and 30.90, respectively. The highly satisfied group had increased their self-esteem by 2.17 points on the average while the other participants had a trivial loss of -0.516 points on the average. Thus, the camp appeared to have a significant impact on the self-esteem of about 31% of the participants who recognized the impact and rated the camps highly. For the remainder of the participants, there little or no effect on their self-esteem, but these participants tended to give the camps a positive rating.

Janis-Field Self-Esteem Scale Scores

	N	Pre-Test Mean	SE	Post-Test Mean	SE	Gain Mean	SE
Highly Satisfied Group	25	31.47	1.05	33.64	0.978	2.17	0.846
Other Participants Group	56	31.41	0.29	30.90	0.589	-0.516	0.705
Total Participants	81	31.43	0.49	31.74	0.506	0.314	0.553
Difference Between Mean of the Groups: t-test results		0.045		2.501		2.244	
Sig. level		.961		.015		.028	

The highly satisfied group of participants did not differ from the other participants in the perception of opportunity scale. There were some other significant differences between the groups. The highly satisfied group tended to rate their personal performance (Item 2 on the post-test) higher than the other participants.

Although both the highly satisfied group and the other participants showed interest in signing up for a high school leadership program, the highly satisfied group indicated a significantly stronger interest than the other participants.

Item 2 on Post-Test: Personal Rating of Effort at the Camp

Scale: 1 = Excellent 2 = Very Good 3 = Good 4 = Fair 5 = Poor

	N	Mean	SE	Rating Level
Highly Satisfied Group	25	1.800	0.16	Excellent - Very Good
Other Participants Group	44	2.295	0.12	Very Good - Good
Total Participants	69	2.116	0.09	Very Good - Good
Difference Between Mean of the Groups: t-test results		2.410		
Sig. level		.019		

Item 8 on Post-Test: Interest in sign up for a high school leadership program.

Scale: 1 = Yes 2 = Maybe 3 = No

	N	Mean	SE	Rating Level
Highly Satisfied Group	25	1.160	0.07	Toward Yes
Other Participants Group	44	1.477	0.08	Yes - Maybe
Total Participants	69	1.362	0.06	Yes - Maybe
Difference Between Mean of the Groups: t-test results		2.565		
Sig. level		.013		

The highly satisfied group significantly differed from the other participants in one other way. At the beginning of the camp, they had very strong positive feelings regarding their high school education. On a scale of 1 to 5 with 1 representing very poor, the highly satisfied group tended to rate their chances of dropping out between very poor and poor (1.88). The other participants tended to rate their chances between poor and fair (2.32). The total group mean was 2.19. At the end of camp, both the highly satisfied group and the other participants rated their chances at the poor

level (2.04 and 2.07, respectively). Each group had changed their rating in the direction of the total group mean by approximately the same amount (+/- .30). These data indicated that the highly satisfied group tended to be slightly more confident of their future educational success than the other participants when they entered camp, but, by the end of camp, both groups had virtually the same level of high confidence in their educational future in high school.

Item 16: Chances of dropping out or being forced out of high school before completing high school

Scale: 1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Very Good

		Pre-Test		Post-Test		Gain	
	N	Mean	SE	Mean	SE	Mean	SE
Highly Satisfied Group	25	1.880	0.23	2.042	0.229	0.29	0.237
Other Participants Group	56	2.321	0.17	2.070	0.186	-0.30	0.158
Total Participants	81	2.185	0.14	2.060	0.145	-0.090	0.132
Difference Between Mean of the Groups:							
t-test results		1.472		<0.01		2.155	
Sig. level		.145		.95		.035	

WHAT CAN BE CONCLUDED FROM THE RESULTS?

The results have provided important information about the nature of the participants, their overall impression of the camps, and a series of pre-test and post-test measures relating to the participants perceptions about their academic and vocational opportunities and measures of their self-esteem. Overall the results provide evidence for a positive evaluation of the performance of the camps in terms of meeting the expectations and goals of the IYLC program.

The data indicated that the participants at the camps tended to be junior high school aged Indian students. They entered camp with relatively high levels of academic self-concept and above average participation in school and community activities. They had a positive perception of their opportunities in education, vocation, and social abilities. They had a healthy and positive self-esteem similar to other students. There was no evidence that the Indian participants had significantly weaker self-concepts than other students.

The selection process used to determine which applicants would become camp participants was biased toward Indian students with strong academic and leadership records and capable of obtaining the recommendation of their teachers and school counselors. It was suggested that the students selected for participation were more likely to have an initial positive perception of their opportunities and a more positive self-concept than Indian students who failed to meet the selection criteria. The selected students were not concerned with being potential drop outs but had relatively high academic ambition. The characteristics of the selected participants varied considerably from the characteristics of Indian students typically used to justify the need for special programs.

Overall, the participants responded with very favorable ratings of the camp experience. They generally indicated that they were willing to recommend the experience to a good friend. From the perception of the participants, the camps were very successful. The qualitative data in the 1983 and 1984 evaluations conducted by Conrad provide important information on the impact of the camps on the children that cannot be derived from the questionnaires and quantitative data. These two evaluation reports provide strong evidence that the participants experienced meaningful growth in their leadership abilities and skills. The reports confirm the participants enthusiastic approval of the experience.

The weakest measures of attainment of the expected goals of the program were in the area of positive change in perception of opportunity. There was little change in this area as a result of attending the camps. The participants tended to enter camp with a relatively strong and healthy perception of their opportunities. There was generally a small positive change during the camp, but the change was not statistically significant. The fact that the participants already had a relatively strong positive perception of their opportunities was probably the primary reason for the lack of a significant positive change. Given a different set of participants with an initial low perception of their opportunities, the current positive changes could have a much more dramatic effect.

The same situation is generally true of the measures of self-esteem. Overall, the participants tended to enter camp with a normal, healthy level of self-concept. Overall, there was a general small positive change, but it was not statistically significant. However, the results indicated that the group of participants who rated the camps highest and were most definite about their willingness to recommend the camp to a good friend had a significant increase in their mean measure of self-esteem. The highly satisfied group entered camp with a self-esteem level approximately equal to the other participants, but by the end of camp, their post-test measure of self-esteem was significantly higher

than that of the other participants. The highly satisfied group accounted for approximately 31 percent of the participants. The highly satisfied group also had significantly higher measures of personal effort during the camp and were more interested in participating in a high school leadership program than the other students. All of these measures provided consistent results that showed that the camp program had a positive effect on the participants' self-esteem as planned. The effect resulted in a significant positive change in self-esteem for the relatively large group of participants who were most enthusiastic about the camp. For the other participants, who tended to have a positive but less enthusiastic attitude toward the camp, there was little change in their initial positive and healthy level of self-esteem.

WHAT RECOMMENDATIONS CAN BE MADE FOR FUTURE EVALUATIONS?

The results indicate that the camps have had a positive impact on the participants. The past participants have indicated in both quantitative and qualitative measures that they had benefited from the experience. The results of the analysis of the questionnaires show that there has been a consistent and positive attainment of the goals of the program. Therefore, it is recommended that the camps be continued.

The selection process should be reviewed in light of the expressed intent of the program to impact certain severe problems among Indians including high drop out rates and low participation in school. The current process appears to be biased in favor of students who do not suffer from these problems. Those Indian students who are high risk cases probably do not qualify for selection as camp participants. The camp provides the current group of relatively high achieving Indian students with meaningful experiences. And, the camps may be an incentive to maintain or strive for high achievement. But, the current participants do not appear to be high risk students. Consideration needs to be given to the real purpose and intent of the camps. The selection process should compliment that purpose.

The data collected at the 1984-87 IYLC camps on Indian student self-concept was found to be consistent with the many other research efforts that have been conducted in this area. In direct contrast to the popular stereotype, in general, Indian students do not have a low self-concept. These data showed once again that Indian students had a relative normal and healthy measure of self-esteem that hovered around the same level as other students. An item analysis indicated highly consistent and rational responses by the Indian students. However, it is important to recognize that there was some dispersion; some Indian students have problems that need to be addressed.

These problems are likely to be associated with other obvious social, personal, family, or environmental problems that demand attention.

The self-concept scales are primarily useful in detecting the existence of major problems in much the same manner as a thermometer is useful in detecting serious infections. The scales tend to only register a significant change when there is a serious problem and the afflicted person uses the scale to communicate for help. They were designed for this purpose. It is possible to use the scales to communicate feeling to others, either to seek help or to express pleasure and excitement. Routine use of the scale with a typically normal and healthy group of people tend to yield little valuable information beyond confirming that they are indeed normal. With such groups, short-term programs should expect little more than small fluctuations in the scales as a result of the special events. The positive feelings may register as small changes on the scales as a result of approval and excitement about meaningful programs. The significant level of changes generally will be limited to those few individuals who perceive a strong impact from a particularly relevant and meaningful experience. In the case of the IYLC, about three out of every ten participants perceived and reported a high level of satisfaction with the camp experience and showed a significant increase on the self-esteem scale. The camp experience was particularly appealing to these individuals; they reported greater personal effort that other participants and were more interested in continuing the experience in high school.

It is important to note that the highly satisfied group with the only significant gain in self-esteem entered camp with a mean pre-test score on the self-esteem measure that was virtually identical to the mean pre-test score of the other participants. Thus, it was not possible to identify these participants based on their pre-test self-esteem score. In fact, none of the available data from the pre-test questionnaire were sufficient to identify the group that would be most highly satisfied and would have a significant increase in their level of self-concept.

Since the results have indicated that the camps are capable of having a positive impact on the self-esteem of participants who find the experience highly satisfactory, the self-concept scales could be used as one of several criteria to screen and select participants for the camps. The camp program is designed to address Indian children who have need to strengthen their self-concept through a carefully planned and implemented leadership development program. The screening could serve to select students in most need of the leadership training due to an initially low measure of self-concept and other indicators of high risk of dropping out of school or academic failure. This is the opposite of the current selection process which selects participants based on recognized leadership potential. However, the available do not provide much information about participants with low levels of self-esteem and do not provide any evidence to conclude that participants with

relatively low levels of self-esteem will respond to the camp differently from other participants.

If the current selection process is continued, the focus of the camps is to enhance the leadership skills of Indian students who have already demonstrated some leadership potential. Given this condition, the concern over self-concept measures should be de-emphasized but not eliminated. These measures were effective measures for only about 31 percent of the participants who were most highly satisfied with the program. Effective measures of outcome are needed for the other 69 percent of the participants. Since the NYLC uses the self-esteem measures and a significant portion of the IYLC participants reflect improvement, the Janis-Field Self-Esteem Scale used in the current longitudinal data set should be continued in the future for comparative purposes and for continued longitudinal analysis of the camps. The perception of opportunity scale does not appear to provide useful information for the type of Indian student currently being selected. It may become useful if the characteristics of the students change due to other selection processes.

The data collection effort should include universal and direct measures of the desired outcomes of the camps that apply to a great proportion of the participants. The measures of outcome should focus directly on the desired behaviors, skills, and indicators of leadership expected to be enhanced by participation in the camp experience. A pre-test/post-test model is still appropriate. But, the major issues should be shifted from measures of self-esteem to measures of the desired leadership skills that are enhanced by the camp. It will be important to define the intended outcomes of the camp experience as specific behaviors and in measurable terms.

What exactly will the participants be able to do as a result of participating in the camp? What are the specific leadership skills that they can demonstrate? For example, it may be that during the camps the participants will be expected to learn and develop competence in several areas including task-oriented skills and human relations skills. The data collection process could include techniques to assess the level of the key indicator skills as demonstrated by the participants at the beginning and end of the camp. Specific application of certain leadership skills in decision-making, group process, organization, allocation of effort and resources, and planning could be measured and scored quantitatively using check lists or techniques to establish mastery at a specified level of the skill and qualitatively by staff and peers review. The direct measures of the performance of the participants and indicators of their level of leadership capability and skill are elements that were missing in the quantitative data available for the present evaluation. The qualitative data provided in the earlier on-site evaluation reports provided some valuable evidence that leadership skills of the participants had been enhanced and developed by the camp experience.

The availability of such information is important and should be continued and increased in the future.

The camps should avoid the impression that tests are being administered, especially paper and pencil tests. The data collection process should compliment the camp experience. Perhaps a personal diary or log such as kept by well trained explorers or scientists or many others interested in recording significant events would be appropriate. Several types of data would be useful including the type, quantity, and quality of the skills demonstrated and level of motivation and initiative indicated by attempts per opportunity to demonstrate a skill. Such information can be collected and recorded in reflection and discussion sessions following activities or at appropriate times that lend themselves to personal assessment of effort by the participants.

The qualitative data provided through on-site evaluations are very valuable in the evaluation process. To the extent possible, the use of participant-observers for future evaluations are strongly encouraged. The past on-site evaluations provided qualitative data which confirm the results indicated by the statistical data. They also provide the sense of excitement and emotional energy experienced by the participants that simply cannot be conveyed in numeric and short answer responses to questionnaire items.

The longitudinal aspect of the current evaluation has provided useful and important information. Since the individual camps are relatively small, the accumulation of data over the years has provided an adequate number of cases to conduct the statistical analyses reported in this evaluation. The longitudinal data from the camps have added reliability to the findings. Future data collection efforts can continue to provide additional reliability and should increase the longitudinal data base especially in regard to the measurement of the camps' impact on self-esteem. The items discussed in this report that are significantly related to self-esteem should be retained in future instruments to continue the longitudinal study. In general, the results have been very consistent over time. The trends provided in these data are sufficient to predict continued positive performance and outcomes given similar conditions of participants and delivery of the IYLC program.